DOCUMENT RESUME

ED 292 728 SO 019 017

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TITLE	Global Resources: Teaching about Global Education.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Dec 87
CONTRACT	400-86-0020
NOTE	29p.
AVAILABLE FROM	ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Smith Research Center, Bloomington, IN 47405.
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Educational Resources; Elementary Secondary Education; *Global Approach; Information Sources; International Education; Periodicals; Social Studies

ABSTRACT

This resource packet was designed to help the classroom teacher with teaching about global education. The packet encompasses resources from professional organizations, documents from the Educational Resources Information Center's (ERIC) Resources in Education (RIE), journal articles from ERIC's Current Index of Journals in Education (CIJE), commercial materials, and audiovisual materials. Professional organizations involved in the enterprise of global education are listed, along with programs and projects they have sponsored and their addresses. A comprehensive listing of documents that have been entered into the ERIC system is presented, accompanied by each document's abstract and ordering information. Documents range from information on developing a global perspective in the social studies program to global education activities. Articles from CIJE are listed, along with their annotations and ordering information. Available commercial materials are summarized, accompanied by the publisher name, address, and price. Audiovisual materials, appropriate to the study of global education, are featured along with their publishers and addresses. (SM)

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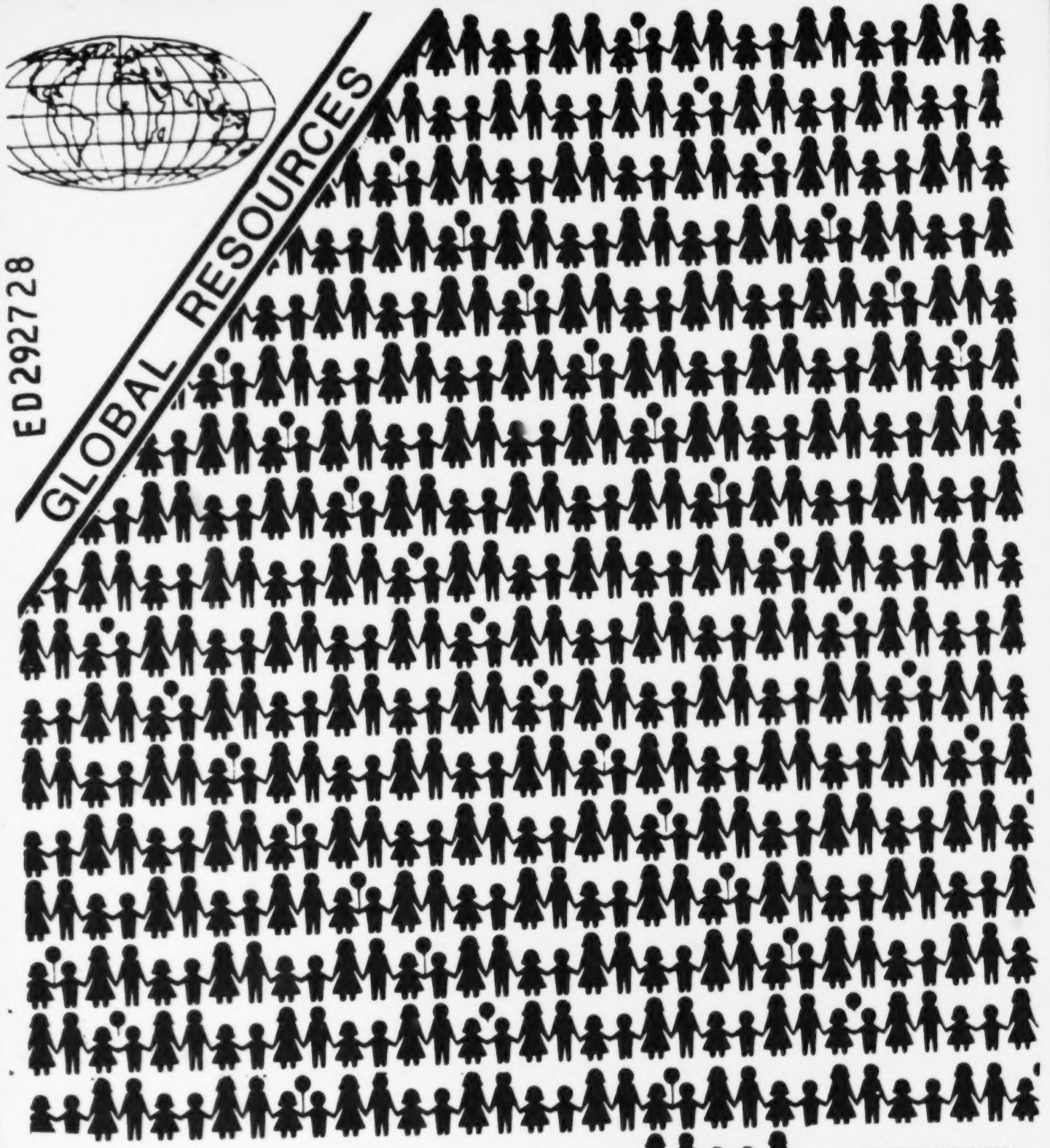

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December, 1987

TEACHING ABOUT GLOBAL EDUCATION

FROM ERIC/ChESS TO YOU ***

This resource packet is provided as a service of ERIC/ChESS. It lists a sampling of current materials and resources designed to help the classroom teacher with **TEACHING ABOUT GLOBAL EDUCATION.** It is our hope that the resources listed in this document will assist you in improving your assessments of student learning. We welcome your interest in hope that ERIC/ChESS may be of further service to you in the future.

PROFESSIONAL ORGANIZATIONS

The American Forum: Education in a Global Age, Inc.
45 John Street, Suite 1200
New York, NY 10038
(212) 723-8606

Programs of American Forum

Global Perspectives in Education
45 John Street, Suite 1200
New York, NY 10038
(212) 723-8606

National Council on Foreign Language and International Studies
45 John Street, Suite 1200
New York, NY 10038
(212) 723-8606

California International Studies Project (CISP)
Center for Research In International Studies
Lou Henry Hoover Building, #200
Stanford University
Stanford, CA 94305-2319
(415) 497-1114

CISP International Studies Resource Centers

Bay Area Global Education Program (BAGEP)
312 Sutter Street
San Francisco, CA 94108
(415) 982-3263

International Studies Education Program of San Diego (ISTEP)
Center for Latin American Studies SS146
San Diego State University
San Diego, CA 92182
(619) 265-6685

North Bay International Studies Project (NBISP)
Marin Center: Global Education Marin (GEM)
Bertrand 23, Dominican College
1250 Grand Avenue
San Rafael, CA 94901

Program in International and Multicultural Education (PIME)
c/o Department of Politics and Public Administration
California State University, Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95380
(209) 667-3388

South Coast International Resource Center (SIRC)
Center for International Education
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
(213) 494-8435

Western International Studies Consortium (WISC)
Constitutional Rights Foundation
601 S. Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Center for Teaching International Relations
University of Denver
University Park
Denver, CO 80208
(303) 871-3106

Experiment in International Living
19 Cedar Street
Brattleboro, VT 05301
(802) 254-4439

Foreign Policy Association
729 Seventh Avenue
New York, NY 10019
(212) 764-4050

Foreign Policy Association, Director
Department of School Programs
1800 M. Street, NW
Washington, DC 20036
(202) 293-0046

Global Awareness Program
College of Education
Florida International University
Tamiami Trail
Miami, FL 33199
(305) 554-2664

Global Education Center (GEC)
110 Pattee Hall
150 Pillsbury Drive, SE
University of Minnesota
Minneapolis, MN 55455
(612) 624-0584 or 624-0555

Global Learning, Inc.
40 South Fullerton Avenue
Montclair, NJ 07042
(201) 783-7616

Global Education Outreach
1511 K Street, N.W., Suite 842
Washington, DC 20005
(202) 783-1156

Global Educators
P.O. Box 9976
Mills College
Oakland, CA 94613
(415) 430-9976

Immaculate Heart Center
10951 West Pico Blvd.
Los Angeles, CA 90064
(213) 470-2293

International Education Consortium
6800 Wydown Boulevard
St. Louis, MO 63105

International Studies Association
James F. Byrnes International Center
The University of South Carolina
Columbia, SC 29208

Las Palomas de Taos
P.O. Box 3400
Taos, NM 87571
(505) 758-9456

Los Angeles World Affairs Council
900 Wilshire Blvd. Suite 230
Los Angeles, CA 90017
(213) 628-2333

Massachusetts Global Education Project
18 Franklin Street
Belmont, MA 02178
(617) 712-7020

Mershon Center
Citizenship Development & Global Education Program
199 West 10th Avenue
Columbus, OH 43201
(614) 292-1681

National Resource Centers for International Studies

Duke University
Comparative Area Studies Center
Durham, NC 27706
(919) 684-2765

Emory University
International Studies Center
Atlanta, GA 30322
(404) 329-6555

John Hopkins University
School of Advanced International Studies
Center for International Affairs
Washington, DC 20036
(202) 785-6229

Tufts University (Fletcher School of Law and Diplomacy)
Center for International Studies
Medford, MA 02155
(617) 628-7010

University of Pittsburgh
Center for International Studies
Pittsburgh, PA 15260
(412) 624-1776

University of Southern California
International Studies Center
Los Angeles, CA 90007
(213) 743-6516

Yale University
Center for International Studies
New Haven, CT 06520
(203) 436-3416

Project Reach
Arlington School District
P.O. Box 309
Arlington, WA 98223

Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, IN 47405
(812) 335-3838

Stanford Program on International and Cross-Cultural Education (SPICE)
Lou Henry Hoover Building, Room 200
Stanford University
Stanford, CA 94305-6012
(415) 723-1114

World Affairs Council
John Wanamaker Building, 3rd Floor
13th and Market Streets
Philadelphia, PA 19107
(215) 563-5363

World Affairs Council of Northern California
World Affairs Center
312 Sutter Street, #200
San Francisco, California 94108
(415) 982-2541

Foundations and Special Projects

For information about cooperative projects these organizations are engaged in write to:

Central Public Education in International Affairs
School of International Relations
University of Southern California
Los Angeles, CA 90084-0043
(213) 743-4214

Crossroads Seattle
Seattle Public Schools
815 4th Avenue N
Seattle, WA 98109
(206) 587-3470

The Danforth Foundation
231 South Bemiston Avenue
St. Louis, MO 63105-1903

National Council of World Affairs (NCWAS)
Washington Office
1800 M Street, N W, #295
Washington, DC 20036
(202) 659-9212

The National Geographic Society
17th and M Streets NW
Washington, DC 20036

The Stanley Foundation
420 East Third Street
Muscatine, IA 52761
(319) 264-1500

JOURNALS AND NEWSLETTERS

ACCESS
GPE
NCFLIS
CISP
45 John Street, Suite 1200
New York, NY 10038
$25.00 8 issues

Colloquy on Teaching World Affairs.
World Affairs Center
312 Sutter Street, #200
San Francisco, CA 94108,
Free

Global Awareness
Global Awareness Program
College of Education
Florida International University
Tamiami Trail
Miami, FL 33199
Free

Global Pages
Immaculate Heart College Center
10951 W. Pico Blvd., Suite 2021
Los Angeles, CA 90064
$5.00
Annual subscription four issues

International Studies Quarterly
James F. Byrnes International Center
University of South Carolina
Columbia, SC 29208
$65.00 non-members

WHAT'S AVAILABLE FROM ERIC?

Current documents in social studies and social science education are abstracted, indexed, and announced in RESOURCES IN EDUCATION (RIE). All documents must be ordered from the ERIC Document Reproduction Service, P.O. 3900 Wheeler Avenue, Arlington, VA 22304-5110 unless otherwise noted. Both microfiche (MF) and paper copy (PC) price codes are listed. When ordering, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Return postage must be included. See the enclosed EDRS order form at the end of the packet for prices and postal rates.

To do further searching of Global Education in ERIC, use the following descriptors:

Global Approach; Futures (of Society); Social Studies; World Problems; Cultural Awareness; Cross Culture Studies;

ED 278 581 **A Beginning: Building Global Competence.** Rose L. Hayden. 1983. 5 pp. MF-$0.78/PC-$1.85 plus postage. Citizens should have the knowledge to comprehend and support government policies in an interconnected world. In 1978, the Commission on Foreign Language and International Studies examined the problem of building U.S. citizen competence in world affairs. It suggested that every state should establish an advisory council on Foreign Language and International Studies to advise and recommend ways to strengthen these fields in education. Currently, 16 states have taken action to enhance U.S. competence in world affairs.

ED 274 604 **Bringing a Global Perspective to World Geography.** Robert B. Woyach and others. 1983. 142 pp. MF-$0.78/PC-$11.10 plus postage. Nine units of study to help high school social studies teachers introduce a global perspective are contained in this booklet. Stressing interactions among regions economically, politically, and socially, the lessons are intended to help teachers reinforce basic skills and introduce new images of the world. Each lesson contains the following components: duration, purpose, objectives, background information for teachers, materials, vocabulary, instructional strategies, and instructional options. Simulations, maps, and discussion guidelines are included in most of the units.

ED 271 364 **Predictors of Global Awareness and Concern Among Secondary School Students.** Judith Torney-Purta. 1986. 30 pp. Ohio State University, Columbus. Mershon Center. Citizenship Development and Global Education Program, Mershon Center, 199 West Tenth Ave., Columbus, OH 43201. MF-$0.78/PC-$3.70. plus postage. This study evaluates global education at the secondary school level covering several regions of the United States and including programs which use contrasting educational approaches and conceptualizations. The programs represent a wide range of positions including the following: the period of time the program has been functioning, the extent of teacher training, the specific content areas of courses, and the use of extracurricular activities to supplement classroom-based activities. The survey instrument relied on school districts to administer surveys. Although random assignment and control over the experimental conditions were not possible, the study is unique for the breadth of the group responding. The size of the sample and the breadth of the questionnaire allow an assessment of predictors of both cognitive and

attitudinal outcomes. The results of the survey suggest that some programs falling under the general categories of global education do make a positive contribution to the global awareness and concern of secondary school students. The effective programs appear to be those which have been established for several years. Those which combine curriculum with exracurricular activities and those which have stressed teacher training.

ED 271 345 **Global Visions: A Global Exploration of Cultures by Region for the Intermediate Grades Using a Multi-Disciplinary Approach.** Office for Equity Education's Multicultural Education Resource Series. 1985. 46 pp. MF-$0.78/PC-$1.85 plus postage. This 10-lesson unit blends social studies skills, concepts, and attitudes with language arts, art, and interpersonal relations in a 2-week study of cultures. Using a global perspective, students learn about four geographic regions of the earth (polar, temperate, tropical, desert), adaptation and change in the environment, different aspects of culture, and how natural resources and culture influence interdependence, standard of living, and change in the environment, different aspects of culture, and how natural resources and culture influence interdependence, standard of living, and utilization of technology. Children create imaginary countries and creatures capable of living in each particular environment. A vocabulary list and additional activities are followed by an extensive appendix of sample lesson materials, listings of consulates in the Seattle, Washington area, geographic definitions, pen pal and pairing addresses, and an ethnic calendar.

ED 271 332 **Problem Solving for the Twenty-First Century: Global Education Activities in the Social Studies Curriculum (K-12).** Richard Peters. 1986. 51 pp. MF-$0.78/PC-$5.55 plus postage. Educators are encouraged in this document to practice a multi-disciplinary approach in the classroom to prepare students for new management styles in an interrelated society. The first section on perceptions covers the following: information processing, the learning process, mental operations/skills, values, and critical thinking skills. The following sections discuss; the proactive action model (incorporating areas of critical thinking into a learning strategy); global education emphasizing interconnections among cultures, species and the planet; curriculum design/delivery as continuous, integrated and sequential; and twenty-first century global problems. Addresses of selected organizations involved in global concerns are appended.

ED 270 378 **Taking the Bad Out of Different: The Case for Cultural Universals.** John W. Friesen. 1985. 19 pp. MF-$0.78/PC-$1.85 plus postage. The paper examines the quest to avoid emphases on human differences and instead to stress commonalities. This rethinking of human relations, social outlook, and ideas of personal self-esteem is probed, as well as classroom activities to foster effective positive self-images. The apparent causes for the lack of appreciation for cultural diversity is outlined from a historical perspective. Both the role of the educator in dealing with these facts and the search for alternative approaches to achieving cultural pluralism present many difficulties, but the renewed campaign of social science for a recognition of the predispositions universal to all forms of society provides a useful focus. Six recommendations to aid teachers in the themes of universalism are presented. The paper concludes with a discussion of the educational implications of emphasizing universals and treating "differentness" in such a way that it will be practically and pedagogically operationalized as an essential ingredient in the completing process of the human family. A footnote section is included.

ED 268 052 **Global Education for National and International Survival.** Stanley J. Heywood. 1985. 23 pp. MF-$0.78/PC-$1.85 plus postage. This paper discusses cognitive maps of the world that an individual needs to be considered educated. A cognitive map is the filing structure within the brain that allows an individual to encode, give meaning, and retrieve information relating to a variety of worldly matters. The first requisite is a cognitive map of the world of differences, whereby differences are seen as opportunities, as incorporating codes rather than exclusive codes. The next requisite is a cognitive map of where places are located and what the natural conditions are. A cognitive map of the world should include the religions and the languages of the world. A cognitive time frame of the world is another need. The educated individual should have some specific subordinate cognitive maps, e.g., the role of women might be a sub-classification in knowledge of the social differences of the world. To be educated, one needs a cognitive map of the humor of the world, as well as a cognitive map in political and economic terms. A final cognitive map is one of sources of current information of global affairs. Specific sources are discussed.

ED 268 032 **Textbook Evaluation Form: World Geography/Global Studies.** National Council for Geographic Education, Central Office, Western Illinois University, Macomb, IL 61445. ($2.50, single copy: $6.00, 10 copies; $13.00, 30 copies; $40.00, 100 copies; $80.00, 250 copies. All orders postpaid). 1986. 6 pp. MF-$0.78 plus postage. PC Not Available from EDRS. This textbook evaluation instrument is provided to assess (1) content properties; (2) instructional properties; (3) physical properties; (4) readability; and (5) other properties such as cultural mix, organization of text, and suitability for various grade levels in secondary level world geography and global studies textbooks. For the first three categories, a numerical evaluation system is provided; an evaluation committee could weigh the relative importance of each item for local purposes. The final section of the instrument provides a section for recommendations, summarization of strengths and weaknesses, and recommendations for adoption.

ED 266 047 **World Concerns and the United Nations: Model Teaching Units for Primary, Secondary, and Teacher Educators. Based on the work of participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project.** 1983. 248 pp. MF-$0.78. PC only available from United Nations Sales Section, New York, NY 10017 (order No. E 83.1.12-02300, $23.00). This source book is designed to provide prototype materials on world issues suitable for adaptation to national and regional needs. Materials can also be adapted for many curriculum subjects at levels ranging from kindergarten to grade 12. A total of 26 units are organized into five sections. Appendices contain texts of United Nations resolutions and reports, charts and maps, and other background information.

ED 260 011 **Infusing Global Education.** Helen C. Lee. 1985. 7 pp. MF-$0.78/PC-$1.85. plus postage. Social studies courses provide a natural home for emphasis on the values of global education. However, in a curriculum already crowded, it is difficult to find an appropriate place to add a course on global education. One alternative is to infuse global objectives into existing courses. There are a number of strategies for doing this successfully. One approach is to introduce questions about likenesses and differences between people, races, cultures, and nationalities into every lesson. Another strategy is to select one or more positive value statements for discussion at the conclusion of textbook units. Evaluation of these methods can be achieved through attitude questionnaires.

ED 258 887 **The SAGE Cross-Culture Matrix Approach to the Study of Global Environments and Human Inhabitants.** Richard Peters. 1985. 33 pp. MF-$0.78/PC-$3.70 plus postage. The Humans and Environment Learning Program (HELP) and the Student Awareness of Global Environments (SAGE) approach are designed to directly and vicariously expose students to natural and social environments and develop their awareness of the character and nature of the different environments in which each individual functions throughout a lifetime. The program is divided into three grade levels, K-4, 5-8 and 9-12. Concepts, knowledge, and skills acquired in the earlier grades provide the base for later work which combines material from foreign languages, science, and social studies. Each instructional unit is designed to be used with a matrix which organizes information on behaviors; communications; customs; dress, food, and shelter; geography and topography; institutions; social roles and status; technology and tools; and values. The matrix is used to identify issues, gather data, arrange data, analyze data, develop a testable hypothesis, develop a hypothesis test design, test the hypothesis, organize data from the testing, and arrive at a conclusion. Also included in the units are student self-pacing devices designed for independent study. This matrix and the student self-pacing devices can be used either for studying a single culture or for comparative study. Modules designed for remedial work are available, as well as materials for student assessment. Sample matrix activities with data cards are also included.

ED 256 644 **The Global Classroom: An Annotated Bibliography for Elementary and Secondary Teachers.** 1984. 36 pp. MF-$0.78 plus postage. PC not available from EDRS, it may be obtained from Global Education Center, 110 Pattee Hall, 150 Pillsbury Dr., SE, University of Minnesota, Minneapolis, MN 55455 (3.00, plus postage; $2.50 for 100). This bibliography identifies over 150 resources that help students understand the interdependent nature of the world. It is designed to be an overview rather than a comprehensive bibliography. Section I reviews books and education, its background, and basic definitions, in the field. Section II contains a listing of instructional resources for specific subject areas and at specific grade levels. Section III lists selected organizations, associations, and other agencies that are a source of many of the items cited throughout the bibliography. Section IV lists books and journals in which research findings on global education are reported. Section V suggests possible sources of information and resources about global education outside traditional bibliographic sources, including courses, private voluntary organizations, agriculture, tourism, and transportation. Publication dates of resources range from 1979 to 1984; when applicable ERIC document numbers are provided.

ED 256 641 **Strengthening High School World Studies Courses. Conference Report.** A Wingspread Conference (Racine, WI, September 23-25, 1984). 1984. 16 pp. MF-$0.78/PC-$1.85 plus postage. Educators attending the 1984 Wingspread Conference discussed major challenges to improving world studies courses and identified strategies for addressing those challenges. The only opportunity the vast majority of American high school students have to obtain formal instruction about the world comes in a survey course of world history offered in the tenth grade. Practical steps that must be taken to strengthen world studies courses include (1) preparation of a handbook of alternative conceptualizations for world history courses, (2) collection of world studies course syllabi to be made available to teachers, (3) preparation of resources to facilitate the local development of global relations courses, (4) development of world studies teacher education courses and leadership programs for educators responsible for

staff development in their school systems, and (5) involvement of teachers in evaluation and research relevant to school needs.

ED 242 633 **The Global Citizenship Concept: Preparing Students for International Cooperation and Diverse Cultural Experiencing through a Continuous-Integrated-Sequential Program of Awareness and Exposure to the Global Human Community.** 1984. 24 pp. MF-$0.78/PC-$3.78 plus postage. A global approach to citizenship education, the Human and Environmental Learning Program (HELP), is presented in two sections--one emphasizing the student and the other the teacher. The philosophy and rationale for the program which integrates environmental education, global studies, and social studies, are outlined. The objective is to expose students to global problems and future crises. A sample unit on global environments/pollution is presented, including a list of seven activities using a variety of the instructional strategies outlined earlier. A discussion of the role of the teacher follows. A list of resources and summary remarks concludes the paper.

ED 241 423 **Culture at a Distance: An Anthroliterary Approach to Cross Cultural: A Global Approach to Citizenship Education, the Human and Enviromental Learning Program (Help), is Presented in Education.** Jessie Goodman and Kate Melcher. 1984. 20 pp. MF-$0.78/PC-$1.85 plus postage. Although most educators agree that cross cultural education is a valuable component of the curriculum and that it offers students the opportunity to understand differences and commonalities among people, there is little agreement about how to teach such a subject. An anthroliterary approach to this discipline helps students understand and appreciate other cultures by narrative portayals of the lifestyles, customs, and values of different ethnic groups. This portrayal can best be developed in the classroom through the use of a given culture's oral and/or written literature, and through implementation of learning activities that encourage students to actively use their powers of imagination, speculation, and reason. If educators are serious about increasing children's appreciation and understanding for different cultures, then they must explore and use resources that capture students' interests and spark their intellect. A case study of a unit using stories from the Ashanti people of West Africa demonstrates this approach in practice.

ED 233 957 **Teaching Global Perspectives: Syllabi and Modules for University Courses.** Harold J. Sylwester. 1983. 139 pp. MF-$0.78/PC-$11.10 plus postage. Written by university professors attending a summer institute, these course syllabi and modules on global perspectives are intended to be integrated into teacher education programs. Following an introductory article, which discusses what is involved in global education, there are 12 syllabi, some of which are accompanied by a sample teaching lesson or module. The sample teaching lessons treat many topics such as learning about other cultures through literature, sources of prejudice, how folktales are a reflection of culture, and the future on film. Each syllabus contains information concerning the purpose of the course objectives, and course structure and organizations. One-third of the publication consists of a bibliography.

ED 223 597 **Staff Development in Global Education: An Area Studies Perspective.** Marylee Wiley. 1982. 12 pp. MF-$0.78/PC-$1.85 plus postage. Outreach programs were developed by National Resource Centers in Foreign Language and International Studies (often called "Title VI Centers") in response to a federal mandate. Much of the effort of those Title IV Centers' outreach coordinators who specialize in elementary and secondary education has been directed to staff

development; however, in the past 10 years, several Title VI centers have worked actively in the K-12 arena. These centers include those focusing on African, Asian, Canadian, Eastern European, Latin American, and Middle Eastern studies. Outreach coordinators develop inservice programs to broaden teachers' awareness of global education and provide instructional materials and other resources for their use in the classroom and workshops.

ED 219 929 **Methodology for Teaching Intercultural Communications: Social Studies and Languages.** Marcel Lewinski. 1981. 7 pp. Available from the Language Learning Laboratory, Ilinois University, Urbana. Document not available from EDRS. A number of ways to integrate foreign language education and social studies are given from the perspective of a social studies teacher. An area studies course might include the foreign language component as well as social studies, art, music, and historical perspectives. Such a course would also include special evening and weekend activities. Within the traditional school structure, a study of culture can be introduced into the regular social studies and language course. The impact of foreign cultures on the United States can be taught as well as concepts such as ethnocentrism. Implementation of courses and programs like these tend toward fulfillment of the goal of educating world-minded young people who recognize that they live in a global society.

ED 215 923 **Teaching Global Awareness: An Approach for Grades 1-6. Global Awareness Series.** Junelle P. Barrett, and others. 1981. MF-$0.78 plus postage. PC not available from EDRS but can be obtained form Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($19.95 plus $2.00 postage and handling). The activities on global awareness in this guide are designed for use in elementary grades in social studies, reading, language arts, and creative arts courses. The activities are organized into four major sections each of which addresses a specific goal. The four goals are: (1) to learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights: (2) to develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences; (3) to develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures; and (4) to develop the skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels.

ED 210 225 **Teacher's Resource Manual on Worldmindedness: An Annotated Bibliography of Curriculum Materials, Kindergarten through Grade Twelve. Occasional Paper No. 8.** Ida Urso. 1981. 136 pp. MF-$0.78 plus postage. PC not available from EDRS, but may be obtained from: Curriculum Inquiry Center, Graduate School of Education, 334 Moore Hall, University of California, Los Angeles, CA 90024, price: $5.00. This bibliography lists resource and instructional materials for use by classroom teachers as they design and implement educational programs on worldmindedness. Worldmindedness is characterized as differing from international and/or multicultural education in that it includes a value orientation in addition to knowledge about and interest in international relations. Worldminded individuals are defined as those who are positively disposed to people with other cultural beliefs, perceive commonality in basic needs of all peoples, and develop their individual potential for the benefit of others as well as self. Bibliographic entries are persented in five categories. Most of the entries were published/produced in the

United States between 1975 and 1980. The document concludes with an appendix containing a guide to periodical literature, a listing of resource centers, and opportunities for active student participation.

ED 209 125 **Global Issues in the Intermediate Classroom, Grades 5-8.** Jacquelyn Johnson and John Benegar. 1981. 150 pp. MF-$0.78/PC-$11.10 plus postage. This document may also be purchased from the Social Science Education Consortium, Inc., SSEC Publications, 855 Broadway, Boulder, CO 80302. Price $8.95 plus postage. This publication contains teacher developed activities for teaching about global issues in grades 5-8. The self-contained activities are organized into three major parts. Part I, "Global Awareness," introduces students to the concept of global education. Students are made aware of the nature of the world and the part they play in it as inhabitants of the planet. Through the activities in Part II, "Global Interdependence," students learn that they are connected to other people and countries in countless ways and that these links exist across cultures as well as time and distance. Part III contains activities designed to teach cross cultural understanding. Students analyze the news for violations of human rights and examine the McDonald's fast food restaurant chain as a worldwide phenomenon. Related resources in the ERIC system are cited.

ED 200 472 **A Hero Ain't Nothing But a Great Big Sandwich. A Global Perspectives Experimental Unit.** Lynda Fowler, and others. 1980. 46 pp. MF-$0.78/PC-$3.70 plus postage. This document may also be obtained from Albuquerque Teachers' Learning Center, 712 Girard N.E., Albuquerque, NM 87106. Price: $3.00. This unit focuses on heroes and heroines, and, specifically, on elementary school pupils' perceptions of heroes and heroines. Heroes and heroines are defined as people whose qualities are admired by fellow members of a social group. Because this unit deals with heroes and heroines on a global level. It is stressed that heroic qualities are dependent upon the social values and perceptions of a particular time and place. Major objectives of the unit are to help students develop multiple perspectives and become more willing and able to explore and assess personal values, beliefs, commonalities, and differences. The document is organized in four major sections, each of which contains three or four activities. Objectives of the respective sections are to encourage students to identify and discuss their perceptions of heroes, to test their definitions and compare their views with others, to allow students to re-examine their perceptions, and to expand student awareness of heroes in other cultures, past and present. For each activity, information is presented on title, introduction, objectives, time and materials required, procedures, and special considerations for teachers. Handouts are included for each activity.

ED 198 056 **Interdependence: The World in Your Community. Project Associated Schools Service Publication.** Donald N. Morris. 1980. 41 pp. MF-$0.78/PC-$3.70 plus postage. Thirteen activities, exercises, and strategies for teaching elementary school children about their community's tie with the world are presented. Students examine their state and the world market, local ethnic restaurants, newspaper advertisements with local links to the world, cities with foreign names, ethnic ties, local businesses involved in foreign trade, and international links with local civic and service organizations. Each lesson provides objectives, materials needed, procedures, and wrap-up methods. Some reproducible materials are also included.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is published on a monthly basis and is available at libraries throughout the country. Journal annotations are intended to describe the contents of articles in general terms and the reader is urged to locate the full article in a library. If noted, reprints of articles are available from University Microfilms International (UMI), P.O. Box 1764, Ann Arbor, MI 48106.

EJ 349 980 **"Global Perspectives Through Children's Games,"** Pat Nickell and Mike Kennedy. SOCIAL EDUCATION 51:3 (March 1987): p. 8. Part of the "How To Do It" series published by the National Council for the Social Studies, this special insert describes how to encourage the development of a global perspective through the medium of games. Sixteen games from various countries around the world are described.

EJ 347 738 **"The American History Survey and the Comparative Approach,"** Edward S. Shapiro. JOURNAL OF GENERAL EDUCATION 38:1 (1986): 41-52. Underscores the necessity of teaching United Sates history in a strongly international context, rather than perpetuating "historical provincialism." Advocates an approach that compares the American experience with that of other countries, highlighting both similarities and differences rather than the "unique and indigenous" nature of the forces shaping U.S. history.

EJ 343 083 **"Social Studies Within a Global Education,"** Willard M. Kniep. SOCIAL EDUCATION 50:7 (November-December 1986): 536-542. Maintains that the extraordinary privileges and responsibilities attached to contemporary and future United States citizenship demands a more global approach to social studies. Proposes four essential elements and three major themes to set the boundry for the scope of the social studies. Provides an illustrative example of appropriate grade level placement of these elements and themes.

EJ 343 052 **"Our Brothers' Keepers: Global Education for Tomorrow,"** MICHIGAN SOCIAL STUDIES JOURNAL 1:1 (Fall 1986): 15-19. Outlines a 3-year global education program used in a Michigan high school that was intended to alter multicultural/global fragmentation, dehumanization, and debilitating skepticism. Program components that are discussed include resources, curriculum, testing, activities, parent participation, projects, surveys, and student responses. Concludes that a global perspective was fostered.

EJ 340 612 **Defining a Global Education by Its Content.** Willard M. Kniep. SOCIAL EDUCATION 50:6 (October 1986): 437-446. Provides a four-part framework for thinking about the content of global education. The elements are the study of: (1) diverse human values; (2) global ecomomic, political, ecological, and technological systems; (3) global problems and issues; and (4) the history of contact and interdependence among peoples, cultures, and nations.

EJ 340 609 **"The World We're Preparing Our Schoolchildren For."** Harlan Cleveland. SOCIAL EDUCATION 50:6 (October 1986): 416-423. Reviews world conditions which support the development of a new, global "manifest destiny" for the United States. Lists five major threats to international security, in addition to positive signs of cooperation. Concludes with seven "attitudinal

learnings" for American students, which are the hallmarks of future global leaders.

EJ 339 483 **"Introduction: Global Education and Textbooks,"** Carlos Cortes, and Dan B. Fleming. SOCIAL EDUCATION 50:5 (September 1986): 340-344. Provides an introduction to the global education and textbook theme articles in this issue, giving special attention to the National Council for the Social Studies curriculum guidelines. Reviews literature on international political socialization and textbook content and draws implications for achieving a more positive and accurate global awareness via social studies instruction.

EJ 317 573 **"Exchange Students and Bridges between Cultures,"** Angene H. Wilson. INTERCOM 106 (March 1985): 5-8. The benefits of encouraging returned American exchange students and foreign exchange students to be bridges between cultures are discussed. Obstacles in the way of exchange students being utilized as resources are also examined. A scenario describes how a social studies teacher could encourage exchange students to increase cross-cultural awareness.

EJ 315 998 **"Using the Natural World to Teach and Learn Globally,"** Cheryl Charles. SOCIAL EDUCATION 49:3 (March 1985): 213-217. How elementary and secondary social studies teachers can use nature--plants, animals, habitats, and environments--to provide students with a global perspective is discussed. An interdisciplinary science, language arts, and social studies unit entitled "Microtrek Scavenger Hunt" for use in grades four through six is presented, and additional resources are described.

EJ 309 193 **"Seeing the World: A Cartographic Route to Global Perspectives,"** Elgin Heinz. SOCIAL STUDIES REVIEW 24:1 (Fall 1984): 51-57. Three hands-on activities that will actively involve secondary students in learning map skills and acquiring a global perspective are presented. Students make their own maps, use 16-inch diameter globes to investigate many topics, and devise a sequence for a randomly shuffled pack of slides.

EJ 300 539 **"Food and Population: A Global Concern,"** Elaine M. Murphy. SOCIAL EDUCATION 48:5 (May 1984): 337-356. This essay, intended for use with secondary grade students, describes the current world situation regarding food and population and discusses likely prospects for feeding a hungry and growing population. Student resources for further reading and research are provided. A separate teaching guide is included.

EJ 287 612 **"Curriculum Development and Global Perspectives: Challenges and Responses,"** Ron Schukar. EDUCATIONAL RESEARCH QUARTERLY 8:1 (1983): 91-95. This paper explores some of the reasons why global perspectives education has not found its way into the school curriculum. Also it offers some strategies for implementing global perspectives education in school programs.

EJ 287 609 **"Teacher Attitudes Toward Global Education: A Report from Dade County,"** Jan L. Tucker. EDUCATIONAL RESEARCH QUARTERLY 8:1 (1983): 65-77. The research reported here was undertaken as part of an assessment of the Global Awareness program dealing with teacher attitudes toward global education in general. Overall, teachers expressed a positive attitude toward global education, and noted the lack of appropriate instructional materials as the biggest obstacle to the growth of global education.

EJ 287 484 **"Moving Toward a Global Perspective: Social Studies and Second Language,"** Donald Bragaw, editor and others. INTERCOM 104 (September 1983): 3-40. Describes eight interdisciplinary lessons for use in second language and social studies courses to educate students for responsible membership in the world community. Goals include decreasing stereotypic and ethnocentric perceptions; increasing the ability to empathize; and developing constructive attitudes towards diversity, change, and conflict.

EJ 269 226 **"Developing a Global Dimension in Teacher Education: The Florida International University Experience,"** Jan L. Tucker. THEORY INTO PRACTICE 21:3 (Summer 1982): 212-217. Development and implementation of a teacher education program that promotes a global perspective is necessary. The Global Awareness Program at Florida International University trains teachers and other educators, helps schools and colleges develop programs for pupils and teachers, and stimulates public awareness. Course offerings and other facets of the program are discussed.

EJ 251 690 **"Global Education and the Social Studies,"** Eugene M. Gilliom. THEORY INTO PRACTICE 20:3 (Summer 1981): 69-73. Global education is education designed to cultivate a world view and to develop knowledge, skills, and attitudes needed to live effectively in a culturally diverse world characterized by increasing economic and social interdependency. Social studies teachers should assume a key role in introducing a global perspective to the curriculum.

EJ 249 215 **"Global Interdependence - Increasing Student Awareness,"** Samuel Brodbelt. SOCIAL STUDIES 72:3 (May-June 1981): 103-106. Suggests approaches and strategies for teaching about global interdependence in elementary and secondary schools. Also provides an example of a junior high school lesson about the United States and its future relationship with Mexico. Students construct a futures wheel and displays showing trade agreements, travel exchanges, and economic and medical interchanges.

EJ 244 689 **"Teaching Global Studies in Georgia Public Schools,"** Paul E. Masters Jr. GEORGIA SOCIAL SCIENCE JOURNAL 12:1 (Winter 1981): 20-25. Sets forth a teaching strategy that will help elementary and secondary school students in Georgia to understand international affairs. The basic premise of the approach is that the local community can serve as a learning laboratory for the study of world affairs.

EJ 243 107 **"Confronting High School Graduates' Limited Understanding of Other Cultures: Can College Faculty Help?"** James H. George. SOCIAL STUDIES REVIEW 20:2 (Winter 1980): 45-48. Discusses a cooperative effort of college instructors to aid elementary and high school teachers in teaching about Africa, Asia, and Latin America. Fifteen sessions focus on history, racial diversity, politics, family relations, modernization, and social movements in these countries.

EJ 234 127 **"Needed: A Global Context for Local Actions,"** James M. Becker. NASSP BULLETIN 64:439 (November 1980): 27-31. Briefly describes some programs that identify and help assess the transnational links of local communities. Such programs can help individuals, local groups, and agencies expand their awareness and improve their knowledge and skill for intelligent participation in the world system.

COMMERCIAL MATERIALS

Commercial materials appropriate for students and teachers are contained in this section. Textbooks, supplementary materials, audiovisual materials, simulations, computer software, and teacher resources are included. Information for ordering materials--including the price at the time of publication--is provided in each annotation. Please write directly to the publisher for additional information and current price.

SUPPLEMENTARY MATERIALS: (Materials for Teacher Use with Students)

Contemporary World Atlas. 1984. Rand McNally, P.O. Box 7600, Chicago, IL 60600. Price: $9.95 (paperback).

This continent-by-continent overview includes information on geography, climate, economics, and population. It includes detailed maps of each nation.

GIA: An Atlas of Planet Management. Norman Myers. 1984. Anchor Press. Price: $17.95 (paperback).

A sobering look at the interaction of humanity with the environment. Each of the seven sections of the book deals with a different topic. Among the topics discussed are land, ocean, evolution and civilization. Each topic is viewed from the prespective of resources and management alternatives, illustrated on every page.

Global Issues: Activities and Resources for the High School Teacher. Kenneth A. Switzer, Paul T. Mulloy, and Karen Smith. Center for Teaching International Relations, University of Denver, Denver, CO. Price: $21.95. 1987.

This second edition introduces the concepts of global awareness and economic interdependence and provides a series of sample lessons. The issues with lessons include world trade, global conflict, and human rights. Order from: Social Science Education Consortium, 855 Broadway, Boulder, CO 80302

Global Primer: Skills for a Changing World. H. Thomas Collins and Fred Czarra. 1986. Center for Teaching International Relations, University of Denver, Denver, CO 80210. Price: $21.95.

This activity book, with reproducible student handouts, provides practice in a variety of skills, including social studies, math, and language arts. Major areas include: world basics, world awareness, map and globe skills and communications. The activities are designed for elementary and secondary students.

Great Decisions 88. Foreign Policy Association, 729 Seventh Avenue,New York, NY 10016. 1988. Price: $8.00, plus postage. Activity Book: $9.95, plus postage

This annual publication provides analysis of eight important U.S. foreign policy concerns. Readings cover "U.S. Trade and Global Markets," "The Soviet Union," and "U.S. and the Middle East." Discussion questions and lists of further readings are included.

An activity book, a companion to Great Decisions, featuring 20 activities with reproducible handouts are available.

International Law in a Global Age. 1982. Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005. Class set - 35 student texts, teachers manual, $175.00; starter set - student text, teachers manual $17.50; additional student text $5.00.

This collection of newspaper articles, trial transcripts, photos, and international documents explores social and legal questions that are emerging as the world becomes more interrelated. The five units include "Global Links," "Cultural Contrasts," and "Conflict." Illegal immigrations, the World Court, and differing cultural views on human rights are among topics, treated. Activities, discussion topics and vocabulary lists are included in the text. The 159 page teachers guide provides 21 lessons plans.

Introduction to International Trade. INTERCOM 108, 1986. Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 10038, Price: $7.50.

Using an easy to understand, activity-oriented approach, this publication explains the complexities of global trade. Topics include why nations trade, protectionism, exchange rates, and balance of payments. Readings, photocopy masters, charts, maps and graphs as well as learning objectives and procedures are included in the text.

Making Decisions: Our Global Connections. Robert B. Woyach. 1985. Columbus World Affairs Council, The International Center, 57 Jefferson Ave., Columbus, OH 43215. Price: $5.50.

Contains ten lessons on local connections with the world, and issues related to these connections. Students discover how they are involved in and affected by world affairs. How decisions about international activities are influenced by goals, attitudes, roles, and the decision-making process itself is also discussed. This publication was developed by the Columbus public schools and the Columbus Council on World Affairs.

Strategic Atlas: Comparative Geopolitics of the World's Powers. Gerald Chali and Jean-Pierre Rageau. 1985. Harper and Row, 2530 Crawford Avenue, Evanston, IL 60201. Price: $14.95.

This atlas illustrates the social, industrial, and military components of power and shows how power is distributed around the world. Topics include raw materials, manufacturing resources, demographic data and strategic military balances.

War or Peace in the Twentieth Century. 1984. Greenhaven Press, Inc., 577 Shoreview Park Road, St. Paul, MN. Price: $49.95 binder with copymasters.

This volume presents war and peace as a series of moral dilemmas requiring students to analyze competing arguments and to reach their own conclusions. Each of eleven units focus on a different era. Issues are drawn from the Spanish-American War, the Cuban Missile Crisis, Viet Nam and several other conflict situations. Short readings, activities and questions are included in

the over 150 pages of reproducible materials.

The World Citizen Curriculum: Teaching Activities for a Global Age. Kirk Bergstrom. 1987. Center for Teaching International Relations, University of Denver, Denver, Colorado 80208. Price: $39.95.

This activity book contains 13 units covering such topics as cultural diversity, terrorism, and global interdependence. Each lesson includes reproducible materials, questionnaires, readings and other handouts, a variety of teaching methods are used including role playing, decision-making, and brainstorming.

AUDIO VISUAL

America and the World Since World War II. 1986. ABC News (SSSS) Complete set 4 Beta video cassettes $114.95. 4 VHS video cassettes $114.95.

Vol I	1945-52	$35.50
Vol II	1953-60	$35.50
Vol III	1961-75	$35.50
Vol IV	1976-85	$35.50

This series narrated by Ted Koppel and Peter Jennings is a compilation of newsreel and newscast footage and still photographs. It includes interviews and concentrates on U.S./U.S.S.R. relations while examining changing U.S. relationships with the rest of world. 52 minutes.

America's 20th Century Foreign Policy: Crises in Diplomacy. New York Times. 1981. $150.00. 6 color filmstrips, 7 cassettes, guide.

Presents arguments in the age-old debate between isolationists and interventionists. This color program uses actual photos and sound to chronicle foreign policy dvelopments from McKinley to the Reagan era. Excerpts from speeches of several Presidents are included.

Comparative World Religions. Educational Enrichment (SSSS). 6 color filmstrips, 6 cassettes, guide $150.00.

This comparative look at world religions surveys the tenets and practices of Hinduism, Judaism, Buddhism, Confucianism, Toaism, Shintoism, Christianity, and Islam. The origins, founders, their ideologies, and beliefs as well as their commonalities are examined. Guide includes activities and questions for further discussion.

The Global Community: A Unit of Study. 1985. United Learning, 4 color filmstrips, 4 cassettes, guide $140.00. Filmstrips on VHS video, guide $140.00.

This series of filmstrips and cassettes analyzes the positive and negative effects of global interdependence. Topics include global communication, resources, technology, and agriculture. Guide includes lessons plans, activities, and discussion questions.

Global Geography. 1987. Agency for Instructional Technology, Box A, Bloomington, IN 47402. Available in most states through State Department of

Education.

This series of ten 15 minute video programs and related print materials is designed to help students understand themselves, their relation to the earth, and their interdependence with other people. Each program focuses on an area of the world while at the same time treating a topic and emphasizing basic geographic skills. Areas include Europe, Japan, Soviet Union, Central America, and Africa, south of the Sahara. Topics include-food and resources, trade, population and meeting human needs.

History of U.S. Foreign Relations Series. Sponsored by U.S. Department of State. Complete series 4 Beta videocassettes $245.00. Color 2 hrs. 4 VHS videocassettes $245.00. Color 2 hrs.

This series uses actual locations, reenactments, political cartoons, and documentary footage to re-create the diplomatic history from the American Revolution to the Bicentennial era. The videocassettes can be purchased separately for $65.00 each.

Relations of Nations: 20th Century Interventionism. 1986. Random House Media. 6 color filmstrips, 6 cassettes, guide $165.00.

This six part program surveys the many acts of intervention that have occurred during the 20th century. Specific historical events include U.S. involvement in Chile, the Soviet Union in Afghanistan, and Nazi Germany in the Spanish Civil War.

TOWARD A BETTER WORLD. Multimedia Learning Kits. Grades 9 - 12. H. Baldwin and B. Ross-Larson. World Bank Publications, Department 0552, Washington, D.C. 20073-0552. Price: $225.00. Complete series of five kits.

TOWARD A BETTER WORLD is a supplementary program designed to "help young people better understand the nature of world poverty and the need for and process of economic development." It is comprised of five kits; each kit includes one or two filmstrips, a teaching guide, and student materials. Each kit can be purchased separately. In addition, the filmstrips can be purchased separately for $20.00 each and the set of six filmstrips can be purchased for $100.00. The first kit acquaints students with the characteristics of developing countries, the process of economic development, and the effects of this development on global interdependence. The remaining four parts are case studies of economic development in India, Kenya, Mexico, and Indonesia.

Why Cultures are Different. United Learning. 6 color filmstrips, 3 cassettes, guide $165.00.

This series provides a comparative survey of cultural traits throughout the world. It illustrates factors that contribute to cultural differences such as history, language, geography, and religion. Guide provides script, study questions, and project suggestions.

TEACHER RESOURCES

An Attainable Global Perspective. Robert Harvey. 1980. Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 10038. $2.00.

This paper presents a clear, concise, workable definition of a "global perspective." The author explains the importance of achieving a global perspective and why schools must promote such a view. There is also a discussion of how a global perspective can be integrated into the curriculum.

Catching Up With A Changing World. Leonard S. Kenworthy. 1987. World Affairs Materials, Box 726, Kennett Square, PA 19348. $6.95 paperback.

This compact, illustrated publication provides background information on several world trends and issues. Separate chapters are devoted to topics including "Five Billion Neighbors: The People on our Planet," "A World of Nations, New Nations and New World Powers," and "The Increasing Role of Regional and International Organizations." The final chapter suggests ways of becoming better informed and more effectively involved in world affairs.

Evaluating Global Education: Sample Instruments for Assessing Programs. Judith Torney-Purta, Editor. 1987. Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 10038. $50.00.

This resource book contains evaluation instruments for assessing global education programs, materials, and learning. User information includes source, history, and adaptability regarding each instrument. An introduction provides a rationale and a context for improving evaluation efforts in global education. A bibliography is included.

Global Education. 1987. Social Studies School Services, 10200 Jefferson Blvd., Room Y3, P.O. 802, Culver City, CA 90232-0802.

This 63 page catalog provides information including price, publisher, and an annotated listing of a great variety of print, audiovisual and computer software materials suitable for use in K-12 classrooms. Atlases, books, reference materials, filmstrips and collections of lessons and activities are included. The materials are produced by a wide range of organizations and agencies including commercial publishers. This may well be the best single source of materials in global/international studies. The catalog is published each year.

Global Education at the Grass Roots: Profiles of School Based Programs. David Dembo, Editor. 1984. Global Perspectives in Education and the Council on International and Public Affairs. Learning Resources in International Studies, 777 United Nations Plaza, Suite 9-A, New York, NY 10017. $15.00 unbound, $20.00 in 3 ring binder, plus $2.00 postage.

This collection of profiles of 37 established programs in international/global education offers information for educators who may want to initiate an international education program in their schools. It cites the source of the original idea for the program, methods of instruction, curriculum suggestions, sources of external and internal support, staff preparation and community support. A second section lists more than 80 additional programs in international/global education, with school name, program title, addresses, phone, and contact person. In looseleaf format. 170 pp.

The Global Resource Book. 1986. Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003. Price: $50.00. ($45.00 without binder).

A compendium of current resources available in over 40 topics related to global/international education. It includes both background and teaching materials. Topics range from peace/war, global economics, development, environment to U.S. foreign policy. Area studies resources are also included. A looseleaf format facilitates revisions and additions of listings.

Internationalizing Your School: A Resource Guide. Frank Rosengren, Editor. 1983. 63 pp. National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY. 10038. $7.50 postpaid.

This guide makes the case for the introduction of international studies and foreign languages into schools. It suggests a number of actions which can be taken by parents, school board members, school administrators, and teachers. It provides a list of books, articles, cassettes, audiovisual materials including films, and describes many model programs and curricula which have been successful, kindergarten through high school.

Introducing the World: A Guide to Developing International and Global Awareness Program. Redford McCandless International. 1986. Canadian Institute of International Affairs, 15 King's College Circle, Toronto. M55 2V9. Price: $25.00.

This handbook includes a variety of lessons, activities, and ideas suitable for a wide range of courses and grade levels. Students as well as teachers developed and tested many of the activities in the handbook.

The New Global Yellow Pages. 1986. Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003. Price: $30.00. ($25.00 without binder).

This resource directory lists over 150 organizations and projects in the United States with global and international education activities. Information is provided on each group's activities, services, publications, and contact persons. A looseleaf format facilitates revisions and additions periodically. Materials are conveniently indexed for speedy reference.

Next Steps in Global Education: A Handbook for Curriculum Development. 1987. Willard Kneip, Global Perspectives in Education, Inc., 45 John Street, suite 1200, New York, NY 10038. Price: $30.00

Promising Practices in Global Education: A Handbook with Case Studies. Robert E. Freeman, Editor. 1986. National Council on Foreign Languages and International Studies, 45 John Street, Suite 1200, New York, NY 10038.

This handbook provides examples regarding efforts to establish global education programs in schools and other educational institutions. It features dimensions on topics such as "Global Education: Why? What? For Whom?" "Case Studies in Regional Development," and "Activities for Team Development" a bibliography and selected list of organizations and consultants is included.

State of the World 1987. Lester Brown, Editor. 1987. World Watch Institute, 1776 Massachusetts, N.W., Washington, DC 20036. Price: $9.95 paperback.

An up-to-date reference to world resources and how they are being managed. This

report uses government and private reports from around the world to monitor trends in the use of the world's natural resources. Among the issues discussed, are the impact of attempts to raise living standards on the environment, changing food/energy relationships, and designing sustainable economies.

World Eagle. World Eagle, Inc., 64 Washburn Ave., Wellesly, MA 02181.

A monthly social studies resource includes maps, charts, posters. Publications include worldview posters, a set of global perspective maps and atlases of reproducible pages. Topics treated regularly include food, the developing world, military expenditure, the economy and trade.

World Facts in Brief. 1986. Rand McNally. $9.95.

Using tables, charts and text, background information, and analysis of contemporary events is provided in this handbook. Countries are compared and profiles of nations provided. A full color 16 page world atlas is included.

World Press Review: News and Views from the Foreign Press. Stanley Foundation, Box 915, Farmingdale, NY 11737. New subscribers 12 issues $16.97. $24.97 one year subscription.

This magazine presents voices representing different cultures, nations, and points of view. It reports how the rest of the world views the United States and international affairs.

Worldways: Bringing the World into the Classroom. Pamela Elder and Mary A. Carr. 1987. 251 pp. Addison Wesley, 2725 Sand Hill Road, Menlo Park, CA 94025. Price: $22.50.

A source book for integrating global perspectives into many subject areas. Included in the book are 76 activities designed to encourage students to think critically and creatively about global issues. Appendices include a bibliography, a list of embassies and tourist offices and a copy of the U.S. Constitution.

COMPUTER SOFTWARE

One World: Countries Database. 1985. Actives Learning Systems, P.O. Box 1984, Midland, MI 48640. Price: $148.00.

This program provides data on 178 nations. Geographic, economic, political, and demographic data is provided in 33 categries, including capital city, neighboring countries, literacy rate, and type of government. Guide includes reproducible activities, maps and directions. Countries can be selected and compared on multiple criteria.

The Other Side: A Global Conflict Resolution Game. 1985. Tom Snyder Productions. 123 Mount Auburn St., Cambridge, MA 02138. 2 Apple disks/ game material $69.95. 2 IBM diskettes/ game materials $69.95.

Two teams seek to build a bridge to span an ocean between them. Communication is limited. To finance the bridge, both sides must have efficient economies.

The results are best if both sides share resources. Aggressive acts threaten peaceful cooperation. The set includes two map boards, two players guides, a resource guide and two program diskettes.

Revolutions: Past, Present, and Future. Focus Media. 5 Apple diskettes, backups, guide. (SSSS) Price: $169.00.

This computer program helps students understand the concept "revolution." Interactive questions and exercises are provided on three model revolutions, the American, French, and Russian. The revolutions are analyzed in three steps, developing a chronology, categorizing changes and measuring change. Students compute a graph showing relative levels of instability and violence during revolutionary periods. Lesson plans and backup diskettes are included.

Scholastic pfs: World Geography, Cultures, and Economic Data Bases. (grades 6-12). Scholastic Inc., 730 Broadway, New York, NY 10003.

This set of three curriculum activity units helps students learn how a data file can be used in international/global studies. It helps them learn how to build their own files. The program emphasizes research and analytical skills.

SIMULATIONS AND GAMES

Starpower. (SSSS) Kit for 35 players. $59.95. Intercultural Press, Inc., P.O. 768, Yarmouth, ME 04096.

A simulation in which students build a three level society through the distribution of wealth in form of chips. The group with the most wealth makes the rules. The game stimulates discussion about the issues of power. Playing time 1-2 hours.

REPORTS

International Dimensions of Education. 1985. Council of Chief State School Officers, 400 North Capitol, N.W., Washington, DC 20001.

This paper demonstrates the commitment of the Council of Chief State School Officers to international education, defines four international dimensions of education, and presents a set of recommendations for action on the international dimensions of education. Recommendations are directed to governments (Federal, State, and Local) as well as to colleges and universities, and educational organizations.

International Education Cornerstone of Competition. 1986. Southern Governors' Association, 444 North Capital Street, N.W., Suite 240, Washington, DC 20001.

This Report of the Southern Governors' Association Advisory Council on international education offers a blueprint for state action to improve and expand international perspectives in the school and in the workplace.

Issues in Brief, 2:1 (September 1986). National Association of State Boards of

Education, 701 North Fairfax Street, Suite 340, Alexandria, VA 22314.

The first section of the paper summarizes statistics related to developing a rationale for international studies and foreign language programs. The second section presents brief abstracts of recent national reports which emphasize the importance of international studies. Subsequent sections discuss obstacles to program implementation, describe policy options, outline some policy initiatives, and summarizes reports about research on international studies programs. The material is extensively footnoted. In addition, a 39 item international studies resource list is included.

The United States Prepares For Its Future: Global Perspectives in Education. 1987. Global Perspective in Education, 45 John Street, Suite 1200, New York, NY 10038. Price: $10.00.

This report of the Study Commission on Global Education provides a rationale for global education. It also proposes changes in elementary and secondary curricula to increase the emphasis given world systems, world civilizations, and diverse cultural patterns within and outside the United States.

This resource packet was prepared by James Becker, Project Director for The Midwest Program for Teaching about Japan and Mid America International Studies Project and Deborah Hutton, Research Associate.

Editorial and production assistance by David M. Seiter and Terri L. Quackenbush.

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